

**The Report of the
Accreditation Visiting Team**

**Morgan High School
55 North 200 East
P.O. Box 917
Morgan, Utah 84050**

February 14-15, 2006



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Morgan High School
55 North 200 East
P.O. Box 917
Morgan, Utah 84050**

February 14-15, 2006

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 14-15, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Morgan High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Ken Adams is also commended.

The staff and administration are congratulated for their desire for excellence at Morgan High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Morgan High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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9/8/2005

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Laraine Whitear	Director, Special Education

MORGAN HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Ken Adams..... Principal
Wade Murdock..... Assistant Principal

Counseling

Jim Wiscombe..... Counselor
Karolyn Kokko..... Counselor

Support Staff

Peggy Carter
Marnie Christensen
Cindy Coleman
Daylene Coy
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Michele Genest
Randi Johnson
Dean Judkins
Carol Lancaster
Cheri Mathews
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Heidi Thompson
Kristen Vesper

Alyson Wade
Jim Wiscombe
Liz Wiscombe

MORGAN HIGH SCHOOL

MISSION STATEMENT

It is the mission of the Morgan High School community to help students prepare for meaningful work, advanced education, responsible citizenship, and life-long learning.

BELIEF STATEMENTS

As Morgan High School faculty, administration, staff, students, and community, we believe:

- All school community members promote mutual respect, responsibility, and collaboration for success.
- All students have strengths and abilities, and the school helps them recognize and work toward their potential.
- All students are capable of learning and should be accountable for their learning.
- Students' learning increases when they are actively engaged in the learning process and see personal relevance to the learning.
- School is to be a safe, positive environment.
- Students need access to a well-rounded curriculum, including basic education through academics, technology, physical education, and the arts.

MEMBERS OF THE VISITING TEAM

Dr. Nancy L. Jadallah, Eisenhower Jr. High School, Granite School District,
Visiting Team Chairperson

Michelle Kersey, Roy High School, Weber School District

George Miller, Utah State Office of Education

VISITING TEAM REPORT

MORGAN HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Morgan High School is situated amidst the mountains in Northern Utah in the small town of Morgan, Utah in a valley near the Weber River. There are currently 663 students enrolled in this rural community high school. The elementary, middle and high schools are located on the same campus, creating a larger school community. There are new families moving into the valley, bringing primarily elementary school students to the Morgan school system. Morgan is rapidly becoming a middle-class bedroom community to the Wasatch Front. While historically Morgan was an area rich in agriculture and ranching, it has now shifted toward housing and recreational interests.

The school was built in 1965 and an addition was completed in 1970. It serves nearly 670 students in grades 9-12. Students come from predominantly middle- to upper-middle class families, of which 98.1 percent are Caucasian. Approximately 70 percent of the students attend post-secondary schools upon graduation from high school. Morgan High School is a homogeneous school community with only three ESL students. It has one of the lowest percentages of students on free and reduced-price lunch, which severely limits the number of federal and state entitlements available to the school.

Morgan High School has a low dropout rate. Students who are not successful in the regular school program may be placed in the alternative high school. Since the implementation of the tardy/attendance program, absenteeism has dropped by 49 percent and tardiness has dropped by 71 percent. In grades 10-12, only 14 percent of these students are not on line for graduation.

In general, scores for students at Morgan High School are above the state average. Ninety-six percent of students passed the Utah Basic Skills Competency Test (UBSCT) test in reading on their first attempt, and 86 percent passed on their first attempt in writing. Eighty-seven percent passed on their first attempt in math. The school's 2005 CRTs were higher than the state scores in all areas except Elementary Algebra and Physics, and equal to the state in Chemistry. Morgan High School's scores on the Iowa Test of Educational Development were higher than the state in all subtests, as well as the overall composite, in 2005.

In addition to comprehensive academic programs at Morgan High School, there are concurrent enrollment classes, AP classes, and EDNET classes in which students can earn college credit.

a) *What significant findings were revealed by the school's analysis of its profile?*

There have been two bond elections held in the last two years and one voted leeway request, of which none passed. This may be associated with a very conservative population that fears deconsolidation of schools and increased taxes.

There are a limited number of teachers in the core areas who have master's degrees, which creates a deficit of teachers who are highly qualified to teach concurrent classes in the core subject areas. This limits the number of students who can take advantage of the concurrent program to earn college credits except by enrolling in the EDNET program.

Scores on the CRTs in the areas of Physics, Chemistry, and Elementary Algebra are consistently low. This is a concern for the school also. The number of dropouts last year was a very low—four students. With the implementation of the new attendance program, absences dropped by 49 percent and tardiness dropped by 71 percent.

The average class size is 20.9 for school year 2006.

- b) *What modifications to the school profile should the school consider for the future?*

No needed modifications were noted.

Suggested Areas for Further Inquiry:

None were noted.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The Visiting Team found that the school community has been highly engaged in a collaborative self-study process for the past two years, collaborating on behalf of the students at Morgan High School. Certificated and classified staff members were included in the accreditation process on a variety of levels.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

To a large degree, Morgan High School's self-study accurately reflects the school community, its strengths and its limitations.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Morgan High School's desired results for student learning (DRSLs) are as follows:

1. Demonstrate high levels of literacy (reading, writing, mathematics, and technology).
2. Develop problem-solving skills and demonstrate the ability to make informed, objective decisions.
3. Understand and access technology.
4. Understand the benefits of a healthy lifestyle and the risks of dangerous behaviors.
5. Practice the skills necessary to care for themselves and their families. Model appropriate social skills.
6. Demonstrate good citizenship, patriotism, and responsibility.
7. Develop a plan for post-secondary growth.
8. Demonstrate competence in Core Curriculum requirements and meet AYP goals.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The Visiting Team agrees that the school facilitated a collaborative process to build a shared vision and a mission statement that became the compelling force behind the accreditation process. The mission statement, to a large extent, defined the direction for the school.

One of the focus groups initially constructed a mission statement after reviewing the existing one. The staff was asked for input, which was incorporated into a new mission statement. The committee revisited the new mission statement, made modifications, and returned to the staff in a faculty meeting and made more

modifications. This process continued until there was a consensus on the new mission statement. It was then discussed with the student body officers for their input and/or approval. They agreed on the mission statement.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

Using this same process, the focus group led the discussion and the formation of the mission statement and the belief statements. To a large extent, the school's belief statements reflect the commitment of the administration, the staff, the students, and the community to supporting student achievement and success at Morgan High School.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The mission statement aligns with the DRSLs to a great extent. The belief statements also align with the DRSLs to a large extent; however, they do not directly address collaboration, which is mentioned in one of Morgan High School's belief statements.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The departments meet once a month during faculty meeting time (early morning) and discuss how their curricula align with the Utah Core Curriculum, including the Utah Life Skills. The DRSLs incorporate the elements of the Life Skills Curriculum. Each department has been asked to align its curriculum with the school's DRSLs as well. To a lesser degree, the departments have clearly defined standards against which they measure student performance. These standards appeared to be missing in some departments.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team agrees that, to a lesser degree, the staff works collaboratively to define how the school's DRSLs are incorporated into the curriculum. It seemed to the team that there was more collaboration among members of departments than across the content areas.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

During the two-day visit, the various instructional practices observed included lectures, direct instruction, verbal checking for understanding, quizzes, study guides, small group activities, teacher-led instruction, positive reinforcement, student presentations, multimedia presentations by students and teachers, hands-on laboratory experiences, student-initiated learning, and bookwork. The activities and instruction observed were in the context of excellent teaching. The Visiting Team observed the experienced and well-qualified faculty to be dedicated, hardworking, and committed to student success at Morgan High School.

Department chairs stated that they meet on a regular basis to coordinate curricula and activities within their departments, and report a school-wide effort to incorporate the Six Traits of Writing into each curriculum area. The Visiting Team recommends that in-service efforts continue to help all staff members feel comfortable with the integration of reading and the Six Traits of Writing method into the curriculum.

The Visiting Team also recommends the development of departmental and school-wide rubrics for the Six Traits of Writing to obtain data as a line of evidence of student learning and achievement. Staff members have indicated a small amount of conversation about the integration of curricula across departments. The Visiting Team would recommend that staff development involve discussions of best practices, and in particular the implementation of integrated curricula as a means of improving student learning.

The science classrooms were noted by the Visiting Team to be inviting and interesting. Science teachers routinely used hands-on activities and a variety of learning experiences for their students. Laboratory activities and worksheets complemented instruction in all of the classes observed.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The Visiting Team observed a variety of programs and strategies to help ensure that the needs of different learners are met: cooperative teaching strategies, group work, direct instruction, Socratic questioning, discussion, previewing, modeling, visual aids, technology-aided instruction, experiments, and use of manipulatives and hands-on-activities. Emphasis is placed on both essential knowledge and higher-order thinking skills that require students to apply their learning in meaningful contexts. Students are provided with opportunities to apply their learning in tasks that call for decision-making, investigation, and problem solving.

The Six Traits of Writing have been incorporated within the curriculum of Morgan High School; however, the Visiting Team recommends data research and a line of evidence, such as portfolio assessments, to determine whether this program is meeting the goals of the action plan at Morgan High School.

The hard work, dedication, and love that teachers and staff members show toward the students in their care was very evident to the Visiting Team; the Visiting Team recommends that this support continue.

The variety of elective, honors, and Advanced Placement courses, in addition to opportunities provided by concurrent enrollment and EDNET classes available through Utah State University and Weber State University, give excellent support to the high-achieving student.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

A variety of programs outside the regular classroom support student learning. Teachers are available between classes as well as before and after school. Attendance and academic tracking are consistent. The administrative staff, student government, clubs, and extracurricular activities all support academic learning. Student learning and success are enhanced through the lines of communication between the faculty and community educational personnel at Morgan High School.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

Departments are using standardized state and national tests. Individual teachers are using a variety of formative and summative assessments, including research, presentation, competency-based projects, and daily assignments, as well as traditional pencil-and paper quizzes and tests. The students seem well aware of what is expected and how they will be evaluated.

The Visiting Team recommends the use of portfolio assessments to determine specific performance standards and benchmarks for evaluating student achievement and for showing progress toward these standards.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

To a moderate degree, assessments were appropriate for the purposes and stated standards of each class and department. The Visiting Team observed several different types of assessments being used in the various classrooms to help the teacher get a full picture of any student's progress. The Visiting Team recommends the use of portfolios as an additional means of assessment.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

There is evidence of a widespread effort to administer standardized assessments. Each department, as well as each individual teacher, creates a variety of assessments to indicate student progress. Additionally, appropriate adaptations and support are provided for students with special needs.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

To a great extent, the leadership promotes quality instruction by encouraging and providing an academic learning climate that actively supports teaching and learning. The Visiting Team noted that there is a strong and significant learning climate at Morgan High School. It is evident that there is a culture of high expectations for students and staff. Students commented to the Visiting Team that they feel respected by teachers. Teachers are often at the school for an hour before and after school to be accessible to students needing additional help.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The school leadership uses data-driven, research-based decision making to a moderate extent. Additionally, the leadership and the teaching staff collaborate with each other, strategizing regarding student achievement. Teachers use the data to modify their instruction. Teachers reported to the Visiting Team that they meet for departmental and faculty meetings once a week, which allows them the opportunity to discuss various teaching strategies and cross-curricular activities when appropriate.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The Visiting Team noted that the administration is involved to a moderate degree in the monitoring of student achievement and provides a comprehensive

assessment system. There are both formative and summative assessments. The leadership provides data collection from CRTs and the UBSCT.

PowerSchool is used as the grade reporting system to keep students, parents, teachers, and administrators well informed on student achievement.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The administration to a large extent provides for a safe, efficient, and effective learning environment and ensures the management of the school and all school operations. The administration uses an automated telephone system to inform parents of school attendance problems, and for communication of school-wide activities. The administration, as mandated by the state, monitors the progress of students on a class-by-class basis and has periodic visits with each faculty member regarding student progress and achievement.

The school resource officer from the county sheriff's department is well respected and considered an important member of the faculty and staff. His work with students and the administration helps to maintain a safe learning environment. Students do indeed report that they feel safe at the school and enjoy the classes and teachers.

The Visiting Team noted that teachers are using computer technology in the classrooms to assist with instruction. Teachers report, however, that there are not enough computer projection systems in classrooms to utilize the available teaching technologies such as PowerPoint presentations, Web Quests, online computer resources, etc., that could be used to complement daily instruction. Computers labs are located in three areas in the high school, but computers were not generally found in classrooms for student use, except for a teacher computer in each room that is used primarily for grading (PowerSchool).

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Professional development opportunities are encouraged and supported by the administration for teachers desiring additional training. Several teachers commented to the Visiting Team that they have been able to secure additional materials for their classes. The Visiting Team noted, however, that technology acquisition should become a priority at the school.

The superintendent also made mention of several items that had been procured for the school. It was apparent that school as well as the district administration provided the necessary resources for the school.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

During the two-year period of the self-study, focus groups and departmental and faculty meetings, as well as community, student, and parent groups, were all involved on a monthly (or more frequent) basis in developing the mission statement, DRSLs, and action plans. Parents and students alike noted to the Visiting Team that their concerns are listened to regularly and never dismissed. Parents, especially, commented on the good relationship between the community and the school administration (counselors, local administration, and the superintendent).

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

To a great extent, the school fosters community building and working relationships within the school. The Visiting Team met with focus groups, department chairmen, the parent-teacher organization, and student body officers as well as all teachers and staff. They all reported positive working relationships with each other, and especially with the administration. To a great extent, the stakeholders are being involved in the educational activities at the school. Innovative strategies are being employed to decrease tardiness and absenteeism at the school.

It was evident to the Visiting Team that the school climate is nurturing, caring, and motivating for the students. Teachers expressed genuine concern for and commitment to the students.

Morgan High School and the district will face significant challenges in the future, as the local area is undergoing significant growth and development as a bedroom community for the Wasatch Front. Student growth will stretch available tax dollars and infrastructure in the coming next few years. It is likely that the district will have to approach the community to expand and further develop the educational facilities at the high school to meet those needs. It will be critical for strong community partnerships to reach a consensus on the county's educational needs.

Morgan High School has a long tradition of community support. Attendance at extracurricular activities is steadily increasing. The Visiting Team noted community members' strong support of school activities and involvement.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

To a great extent, the school extends the school community through collaborative networks that support student learning. The Visiting Team learned that on occasion, various business and community leaders are invited to the school to visit classes. The CTE coordinator reported that a number of senior students are working in local businesses on an internship basis for several months. Back-to-school nights and extracurricular activities are strongly encouraged by the school and community.

The Visiting Team learned that higher education opportunities for students in the form of concurrent enrollment classes, both face-to-face and distance delivered, are strongly encouraged. The principal commented that he would actively encourage teachers to pursue advanced academic work that would enable them to offer more face-to-face concurrent enrollment classes.

Several faculty members noted that there is some resentment of the EDNET-delivered concurrent enrollment classes, in that students prefer to earn free college credit concurrently with high school credit if at all possible. It should be noted that 12 students in the 2006 graduating class will be earning their associate's degree from Utah State University, all through the EDNET distance learning system.

Five classes a day, with a total of over 100 high school enrollments in EDNET distance learning classes, illustrate the commitment of the school to academics. Several faculty members commented on the quality of concurrent enrollment college courses that they felt were not as rigorous as a high school class, and said that students were coming to their classes from EDNET asking for help. This appears to be rather incongruous, as one would expect college classes to be at least as rigorous as a traditional high school class. The Visiting Team would encourage the administration to have an open and active dialog with cooperating colleges and universities providing concurrent enrollment courses to ensure that those classes are, indeed, meeting the needs of all students K-16.

The school media center maintains a quality library and computer laboratory that is open and accessible to students and faculty. The media center is attractive and inviting and has many examples of student art and sports accomplishments.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

To a small degree, the school builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement. While the administration and the superintendent indicated their willingness and financial support for professional development, the Visiting Team felt there was a lack of an organized professional development plan to include follow-up coaching to ensure implementation of the newly acquired skills and/or instructional strategies into the classroom.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

To a moderate degree, the school community creates an atmosphere that supports change and innovation; however, it was apparent to the Visiting Team that the community is sometimes in conflict with the changes the school community would like to see implemented. The students also indicated that, while given voice in the school's policies, they felt that often their voice went unheard and thereby did not allow for change. The administration and staff both indicated that there was willingness to make necessary changes that reflect the needs of the student body.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Morgan High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information. The media center is attractive and inviting and has many examples of student art and sports accomplishments.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah, and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Morgan High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. Morgan High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The Visiting Team found that the school-wide action plan to a large extent addresses the issues of numeracy, literacy, school climate, behavior, and technology. The action plan covers, for the most part, the inadequacies noted in the study. The Visiting Team felt, however, that the lack of a long-term professional development plan that is organized and purposeful, and that lists objectives and aligns with the school's action or student achievement plan, needs to be addressed. The Visiting Team felt that the staff was willing to engage in professional development, but that an organized plan with follow-up was absent.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

The school leadership team has done a very effective job of including all stakeholders in the accreditation process. The Visiting Team had ample opportunity to meet with district office personnel, school staff, teachers, students, parents, and community members. The superintendency and the administration support the efforts of the high school and are highly committed to finding the resources necessary to implement the action plan fully.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The Visiting Team felt confident that the school leadership is committed to the continuous improvement process and understands the need to be data-driven. The staff members indicated that they continuously gather data and, by department, analyze the data and make adjustments. They indicated their desire to continue this process.

Again, the Visiting team felt that the staff was willing to continue with the process of continuous improvement, but one area of concern was with the lack of an organized professional development plan. The Visiting Team feels that there

needs to be an organized or systematic process by which the school-wide action plan is monitored, assessed, and analyzed, and then the necessary professional development needs to be provided to support this process. The staff indicated that the focus groups would continue to meet, but the Visiting Team felt that follow-up and assessment needed to be more specific and firmly in place.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The staff at Morgan High School is to be commended on the high number of students who are passing the UBSCT.
- The leadership committee and school are to be commended for including and involving all stakeholders in the process of accreditation.
- The school is to be commended on its high level of student achievement as evidenced by the CRTs, the UBSCT, the Skills Certification tests, the EDNET program, the AP program, the concurrent enrollment program, the number of students graduating with associate's degrees, etc.
- The Visiting Team commends the school for the large number and variety of programs and/or courses made available to students in such a small, rural community in order to earn higher education credits.
- The Visiting Team applauds and commends the school for its safe school environment and for promoting a positive and supportive learning environment.
- The Visiting Team commends the administration for its support regarding staff concerns, and for providing necessary financial resources.
- The Visiting Team commends the staff on its use of a variety of instructional strategies and the use of real-life applications and hands-on activities engaging students in meaningful learning.

Recommendations:

- The Visiting Team recommends that teachers in the core academic areas pursue higher education degrees to allow for additional concurrent enrollment classes.
- The Visiting Team recommends that an organized professional development plan that aligns with the action plan and the needs assessment, with follow-up

assistance for implementation of new instructional strategies, be employed at Morgan High School.

- The Visiting Team recommends that the staff revisit the DRSLs and reduce them to a more manageable number.
- The Visiting Team recommends that the staff incorporate the DRSLs into daily lesson plans, make them visible throughout the school and in the classrooms, make them common language among the staff and the students, and have students realize that the DRSLs are to be the outcome of their education at Morgan High School.
- The Visiting Team recommends that the school continue to promote the use of technology in the classroom and provide needed resources and training in this area.